

VERMONT CONSOLIDATED FEDERAL PROGRAMS

User's Guide for Consolidated Federal Programs eApplication

VERMONT DEPARTMENT OF EDUCATION

120 STATE STREET, MONTPELIER, VT 05620-2501

REVISED 4/2008

Introduction

The User's Guide walks one through the online application process. Completing the application will be much easier if you follow the suggested preparation timeline and have your investment strategies outlined beforehand. Also by using the accompanying Tips & Techniques handout in the appendix, you will be able to eliminate many errors in composing specific strategies. The User's Guide can be also easily accessed on the Department's website.

As you work through the eApplication, call a program consultant or the grants manager (see listing on page 37) to answer any questions. It is always better to get answers before you submit the application rather than to get your application rejected.

As we continue to refine the eApplication/eAmendment process, we welcome your feedback and suggestions.

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Setting up your Computer

- eApplication works on both PC and Macintosh systems.
- eApplication connects with either dial-up or broadband internet connection.
*For best results use a broadband connection.
- eApplication operates using most modern browsers.
This site requires a modern browser with javascript and session cookie support enabled.
- When you log in to the eApplication, a probe is sent to check the compatibility of your browser. If your browser meets the minimum specifications, you will be logged in. If your browser requires an upgrade, you will be given information about the software upgrades that are needed. If you are not familiar with procedures for upgrading browsers, we suggest that you contact your technical support personnel to have them make these changes. You will not be able to access the application until needed browser upgrade has been done.
- The only other software needed is Adobe Acrobat Reader. Reader will allow more functionality of hot-linked PDF's. If your computer does not already have it, you may download it for free at:
<http://www.adobe.com/products/acrobat/readstep2.html>



To Begin

- Open your browser and go to <http://education.vermont.gov/>, the Department's Home Page. First click on the tab for **Educators and Administrators**, click on **Federal Programs & Grants**. Click on **CFP eApplication/eAmendments for Local Education Agencies (LEA's)**. Then click on **Online CFP eApplication for Local Educational Agencies (LEA's)**.

Other Helpful Hints

- Tab through the fields.
- eApplication auto saves all the information you enter. You do not need to click save after entering data or before you exit the eApplication.
- Once you have logged in you can only change an application; you may not delete it.
- The eApplication will be timed out after it is left idle for two hours. It will be necessary to log on again before entering additional data.
- *The User's Guide* is on the website and may be opened in a separate window allowing you to toggle back and forth between the guide and the application.
- If you have a Pop-up Blocker installed, you will need to disable it to have access to all the features throughout the application program.
- Watch the loading bar – only enter information when a page is done loading or the information you enter will not be saved. Please note the “loading bar” is in different locations depending on your operating system.
- Throughout the instructional manual, the symbols below reference areas that need special attention or offer navigational hints.



- **Important – In order to successfully enter the application and capture the information you input, always use this sequence: TAB →  → .** That is, tab out of each data box, always click next to go to next page section, and only click submit when the application is free of errors and complete.

LOGIN

When you open the website at the CFP eApplication page this is the first screen you will see.



Login

Welcome to the Vermont Department of Education Consolidated Federal Programs Application. To proceed, please login by selecting your district from the list and entering your password. **If your username is NOT the same as the name of your district**, then enter your username and password.

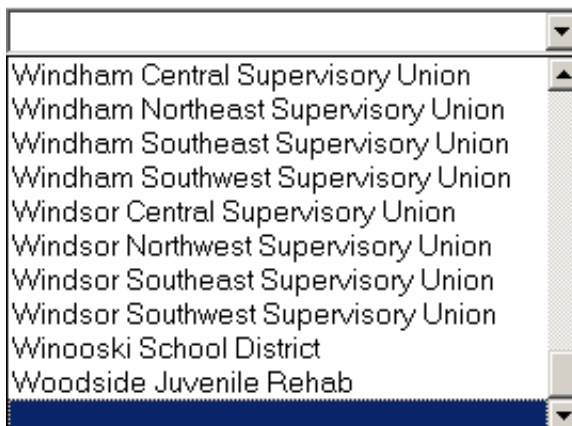
District:

Password:

- or -

Username:

Password:



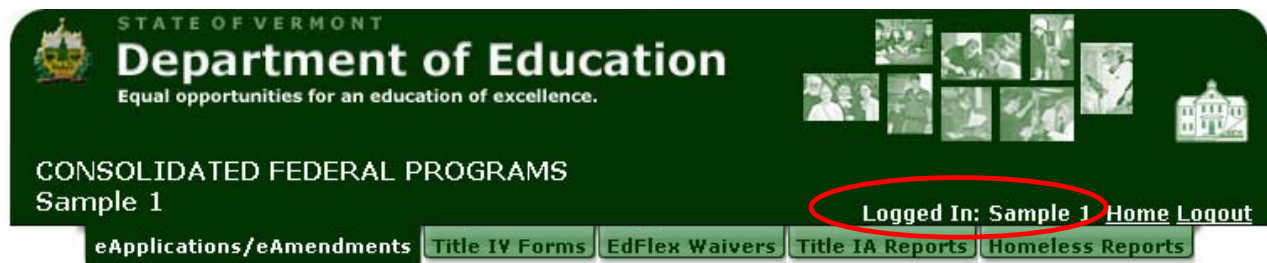
Step 1. Use the scroll bar to find the name of your Local Education Agency (LEA). Using your pointer select your LEA.

Step 2. Enter your password for your LEA and click **OK**.



The password is case and space sensitive; i.e., if your password is Mary 1 you must type a capital “M” and small “ary” then space and then “1”. If you forget your password, you must email Lisa Champney at lisa.champney@state.vt.us to have it reissued.

LOGIN



Helpful Hint

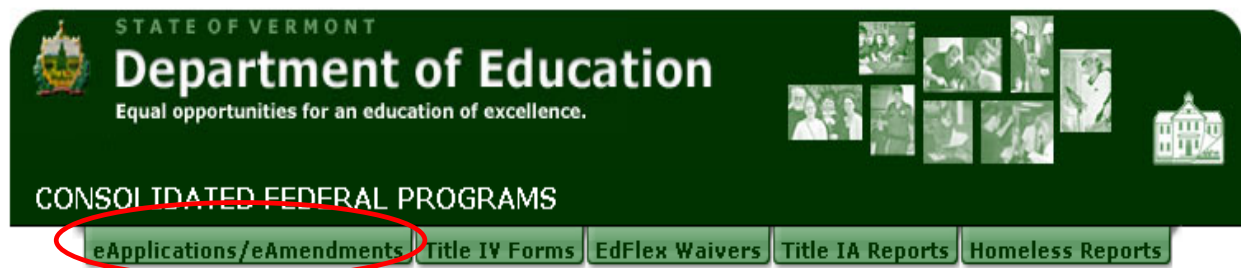
Your LEA Name will appear here.

- Step 3.** If you need to submit an EdFlex waiver, click on EdFlex waiver button. See instruction in Appendix B to complete a waiver. There are also two report functions.



Waivers must be approved before FY'09 applications can be approved.

- Step 4.** To start your application click on **eApplications/eAmendments**.



FY2008

- **Original Application** **Edit**
Created: May 11, 2007

- Step 5.** To start your application click **EDIT**.

Helpful Hint

You may view and/or print any of your past applications and/or amendments by clicking on the respective links.

CONTACT INFORMATION

Step 1. After you enter your application, a screen with pre-filled contact information will appear. Review the contact information and change incorrect information by clicking on the box and typing over it.

Step 2. Insert area code prefixes for all telephone numbers as well as extension numbers.

Sample 1

Superintendent	Homeless Liaison
<input type="text" value="Lisa"/> <input type="text" value="Champney"/>	<input type="text" value="Aaron"/> <input type="text" value="Michal"/>
Mailing Address: <input type="text" value="589 Mary&#039;s Place"/> <input type="text"/> <input type="text" value="Middlesex"/> , <input type="text" value="VT"/> <input type="text" value="05602"/>	Mailing Address: <input type="text" value="589 Brook Road"/> <input type="text"/> <input type="text" value="Middlesex"/> , <input type="text" value="VT"/> <input type="text" value="05602"/>
Phone: <input type="text" value="(802) 223-0521"/>	Phone: <input type="text" value="(802) 223-0521"/>
Fax: <input type="text" value="(802) 828-0076"/>	Fax: <input type="text" value="(802) 828-0076"/>
Email: <input type="text" value="lisachampney@education.state.vt.us"/>	Email: <input type="text" value="phyjek@vermontinstitutes.org"/>



If you omit required information a warning will appear and you will not be able to proceed with the application until the required information is entered.

CONTACT INFORMATION


Helpful Hint



Throughout the application telephone numbers must be in the following format: area code-prefix-number, & extension e.g. 802-828-3146x504.

Step 3. Some information will be pre-filled in the **Additional Contact Information** box. Please enter any missing information or correct the pre-filled information, as appropriate. The contact information for the **Safe and Drug-Free Schools Coordinator** must be completed.

Additional Contact Information				
Title	First Name	Last Name	E-Mail	Phone
Asst. Superintendent	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Curriculum Coordinator	Philip	Hyjek	phyjek@vermontinstitutes.org	8028280063
Special Education Director	Fred	Mulloy	phyjek@vermontinstitutes.org	8028280063
Technology Director	Philip	Hyjek	phyjek@vermontinstitutes.org	8028280063
Business Manager	Philip	Hyjek	phyjek@vermontinstitutes.org	8028280063

Helpful Hint

When information is changed and you tab out of the box, this icon  will appear. By putting your cursor on the icon, you can see the previously submitted information.

[Changed - was '(George)' FY 2008 (Original)]

Step 4. When all the information is complete, click  to go on to the next section.

ALLOCATION OVERVIEW

Step 1. This is the allocation table. The preliminary allocation for each Title has been pre-filled and will be automatically updated when final numbers become available. Use the **Tab** key to navigate to new fields on the allocation table.

	Allocation	Transfer Out	Transfer In	Modified Allocation	Amount Requested	Anticipated Grant Award
Title I Part A - Improving The Academic Achievement of the Disadvantaged Including Local Neglected & Delinquent Guarantee	150,000.00		\$0	\$150000	\$1	\$1
Title II Part A $1\frac{1}{2}$ Teacher Quality	125,000.00	\$1000	\$0	\$124000	\$0	\$1000
Title II Part D $1\frac{1}{2}$ Enhancing Education Through Technology	4,000.00	\$0	\$0	\$4000	\$0	\$0
Title IV Part A - Safe and Drug-Free Schools and Communities	8,500.00	\$0	\$0	\$8500	\$0	\$0
Title V Part A - Innovative Education Programs	3,000.00	\$0	\$1000	\$4000	\$0	\$-1000
Totals:	\$290500		\$0	\$290500	\$1	\$1

Helpful Hint



NOTE: The **Anticipated Grant Award** column will auto calculate the amount of each Title that you will receive in a grant award. The **Modified Allocation** column includes amounts transferred in and out, while the **Anticipated Grant Award** column does not. The **Amount Requested** is the amount you may spend on strategies for each respective Title.

ALLOCATION OVERVIEW

To Transfer Funds Between Titles

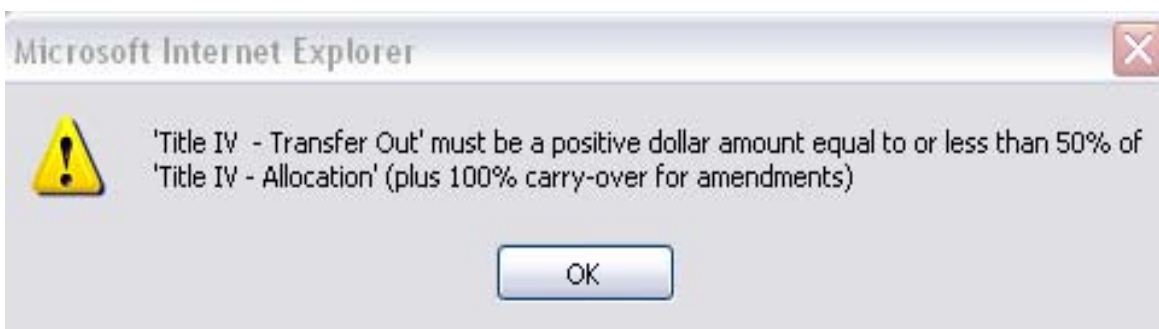
Step 2. Choose the amount from each Title that you wish to transfer.

Step 3. Enter those amounts in the **Transfer Out** field. Notice the **Modified Allocation** field will auto calculate.

	Allocation	Transfer Out	Transfer In	Modified Allocation	Amount Requested
Title I Part A - Improving The Academic Achievement of the Disadvantaged Including Local Neglected & Delinquent Guarantee	588,479.00		\$0	\$588479	\$5000
Title II Part A - Teacher Quality	230,000.00	\$7000	\$0	\$223000	\$500
Title II Part D - Enhancing Education Through Technology	23,500.00	\$0	\$7000	\$30500	\$60
Title IV Part A - Safe and Drug-Free Schools and Communities	28,700.00	\$0	\$0	\$28700	\$50
Title V Part A - Innovative Education Programs	30,240.00	\$0	\$0	\$30240	\$40
Totals:	\$900919		\$0	\$900919	\$5650



The program allows you to **Transfer Out** a maximum of 50% of the current year's allocation. If you try to **Transfer Out** more than 50%, you will get this warning and the amount will default back to 50% of the allocation.



Title IV Part A - Safe and Drug-Free Schools and Communities	28,700.00	\$14,350.00	\$0.00	\$14,350.00	\$14,350.00
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ALLOCATION OVERVIEW

Step 4. If you do not **Transfer In** the same amount that you **Transferred Out** you will get a message saying that you have under allocated.

Title IV Part A - Safe and Drug-Free Schools and Communities	28,700.00	\$14,350.00	\$0.00	\$14,350.00	\$14,350.00
Title V Part A - Innovative Education Programs	30,240.00	\$0.00	\$0.00	\$30,240.00	\$30,240.00
Totals:	\$900,919.00	\$14,350.00 under allocated		\$886,569.00	\$886,569.00

Step 5. Enter the amount(s) you wish to **Transfer In** to the appropriate Title(s). Once you have entered an amount and **Tab** to a new field, the **Modified Allocation** field will auto calculate.

Step 6. Continue the transfer process until you have **Transferred In** an amount equal to that you **Transferred Out**. When correct, this is indicated in the **Totals** line.

	Allocation	Transfer Out	Transfer In	Modified Allocation	Amount Requested
Title I Part A - Improving The Academic Achievement of the Disadvantaged Including Local Neglected & Delinquent Guarantee	588,479.00		\$0.00	\$588,479.00	\$588,479.00
Title II Part A - Teacher Quality	230,000.00	\$7,000.00	\$0.00	\$223,000.00	\$223,000.00
Title II Part D - Enhancing Education Through Technology	23,500.00	\$0.00	\$7,000.00	\$30,500.00	\$30,500.00
Title IV Part A - Safe and Drug-Free Schools and Communities	28,700.00	\$0.00	\$0.00	\$28,700.00	\$28,700.00
Title V Part A - Innovative Education Programs	30,240.00	\$0.00	\$0.00	\$30,240.00	\$30,240.00
Totals:	\$900,919.00		\$0.00	\$900,919.00	\$900,919.00

ALLOCATION OVERVIEW

Step 7. Enter the amount requested for each Title in the **Amount Requested** column. You may choose to request all or part of the allocation for any Title when you submit this application.

Modified Allocation	Amount Requested
\$588,479.00	\$588,479.00
\$223,000.00	\$223,000.00
\$30,500.00	\$30,500.00
\$28,700.00	\$28,700.00
\$30,240.00	\$30,240.00
\$900,919.00	\$900,919.00

Step 8. Once you are satisfied with the amounts on the allocation table, click **Next**.

Helpful Hint



Print the completed allocation table before going on to the next screen. This table may prove to be useful later when checking to see if the expenditures equal the requested amounts. Now go to the **File** menu and choose **Print**.

Helpful Hint



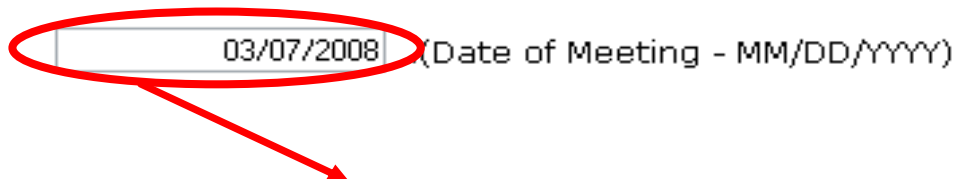
You may choose to not enter the **Amount Requested** until after you have completed the rest of the application. Once you have added the total of your strategies, come back to this page and enter the amount for each Title.

AUTHORIZATION

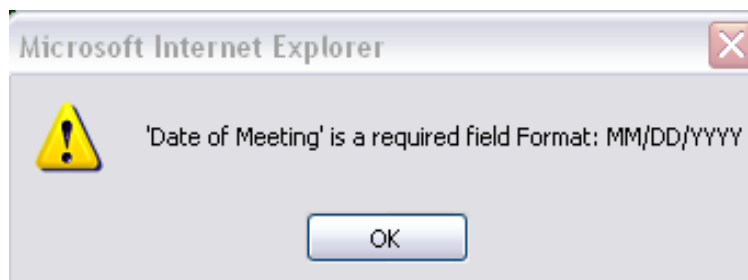
Step 1. Check to see that the name of your LEA is correct in the first sentence. If not, contact Ed Haggett at ed.haggett@state.vt.us immediately.

This is to certify that representatives of all member school districts have voted at a meeting of the **Sample 1** to authorize the Supervisory Union to accept grants, to administer and to act as the representative of all member school districts. Such action is recorded in the minutes of the meeting held on:

Step 2. Enter the date of the authorization meeting in the appropriate field. Note the required date format. If you fail to use the required format, the following error will occur.



03/07/2008 (Date of Meeting - MM/DD/YYYY)



Step 3. Once completed, click **Next**.

ASSURANCES

Step 1. Carefully read the assurances and complete all required fields.

The LEA and the participating schools agree and maintain records that document the following:

Communications to Parents and Community

1. Produce and disseminate to parents annual LEA and school report cards by the beginning of each school year with disaggregated assessment results **and** information on Title I schools identified for improvement. The report card must be in an understandable and uniform format and, to the extent practical, in a language that non-English speaking parents can understand.
2. Provide parents, of children in a Title I school, information on the level of achievement of their children in each of the State academic assessments.

Step 2. Read the Title I, Part A assurance # 8 and calculate comparability. Click on the box that indicates how the District meets the Title I Comparability requirements.

9. ASSURE COMPARABILITY OF SERVICES UNDER TITLE I:

To be eligible to receive Title I, Part A funds, Districts must use State and local funds to provide services that, taken as a whole, are substantially comparable in each school. A District may meet comparability requirements ***on a grade span-by-grade span basis or a school-by-school basis***.

Certify below that the district meets Comparability and how. One box (below) **MUST** be checked to qualify for funds under this program.

- ☒ The district is not required to meet Comparability. It **does not** appear on this [list](#) of Vermont Districts that **must** do so.
- ☐ The district meets comparability as it has a District-wide salary schedule; and a policy to ensure equivalence (staffing level equivalence) among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.
- ☐ The district meets comparability by means of student staff ratios.
- ☐ The district meets comparability by means of average instructional staff salary expenditures per student.
- ☐ Other, explain in text box below:

ASSURANCES

Step 3. Read the Title II, Part D CIPA certifications and choose one option by clicking on the appropriate circle. If there are exceptions to the option that you chose, you must indicate the exceptions in the text box below.

Title II, Part D – Enhancing Education Through Technology

1. Certify below the LEA's alignment with the Children's Internet Protection Act (CIPA): One box (below) **MUST** be checked for the LEA to qualify for funds under this program

- ☒ 1. All schools have certified CIPA compliance through their 2005 – 2006 Technology Plan.
- ☐ 2. The CIPA requirements do not apply because no funds made available under Title II, Part D, will be used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet.

Exceptions: Please list any schools within this LEA for which a different requirement than the one check above applies (Indicate # requirement met):

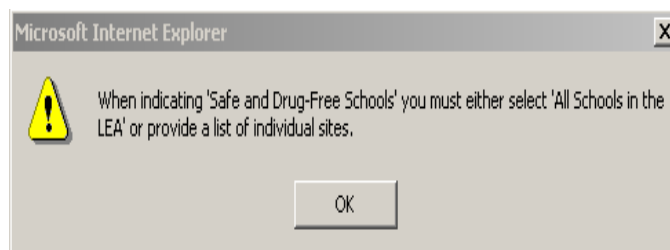


2. Align fully all information technology initiatives created or integrated through this application with and described in the technology plans of member schools.

Step 4. In the Title IV, Part A section, indicate the site for the performance of work done in connection with the CFP grant. Use the drop down box as shown. If you choose **Listed as applicable**, you must list the places of performance in the text box below. Failure to do so will result in the following message.

- iii. Making a good faith effort to continue to maintain a drug-free workplace through implementation of the above. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance Listed as applicable. ▼



ASSURANCES

Step 5. Click the small square box only if there are workplaces on file that are not identified in the above.

Check ☒ here if there are workplaces on file that are not identified here.

10. Ensure each school within the LEA will adopt and implement policies regarding any student/staff who brings a weapon to school, which complies with Vermont and Federal law.

Step 6. Check the box to certify compliance with general assurance #2.

2. Certify no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools.

Check here ☒ to certify compliance with # 2 above.

Step 7. At the end of the assurances, click .

INDEPENDENT SCHOOLS

Step 1. The Independent Schools you identified last year have been pre-filled. To determine if you have any additional independent schools in your LEA, click on the word **Independent**. A PDF file of independent schools will open.

Private/Independent Schools

1. Provide for the equitable participation of students and professional staff in non-profit independent schools in all Titles covered in NCLBA. Contact officials of independent schools within the LEA and give them an opportunity to participate in the planning and development of the programs authorized in this CFP application.

Independent School Consultation.

Provide, after timely and meaningful consultation with independent school officials, independent school students, their parents and teachers equitable educational services or other benefits funded by the Titles contained in this application.

Helpful Hint

You may print the PDF to have the addresses and telephone numbers of the independent school contacts.

Bennington Regional Day Prgm.
Catamount Elementary School
230 School Street
Bennington, VT 05201

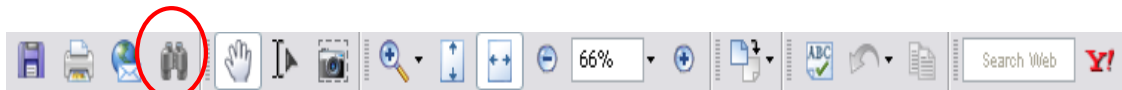
Rachel Collingham 447-7543 5
grades: K-8

A general and special education regional day school for children who are deaf or hard of hearing.

Bennington School, Inc.
192 Fairview Street
Bennington, VT 05201

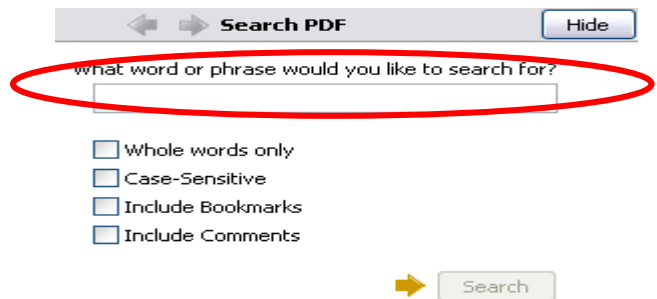
Jeffrey LaBonte 447-1557 101
Rick Ramsey ages: 10-21

Step 2. To locate the independent schools in your area, click on the **Binocular Icon** on the menu bar on top of your screen.



INDEPENDENT SCHOOLS

Step 3. The **Acrobat Find** box will appear. Type in the name of a town in your LEA and check the **Whole words only** box, click **Search**. The first time the town name appears in the document, it will be highlighted.



Bennington Regional Day Prgm.
Catamount Elementary School
230 School Street
Bennington, VT 05201

Rachel Collingham 447-7543

5
grades: K-8

A general and special education regional day school for children who are deaf or hard of hearing.

Bennington School, Inc.
192 Fairview Street
Bennington, VT 05201

Jeffrey LaBonte 447-1557
Rick Ramsey

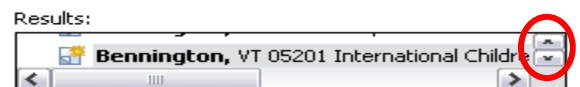
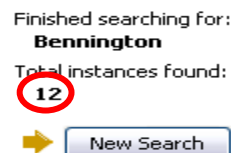
101
ages: 10-21

Helpful Hint

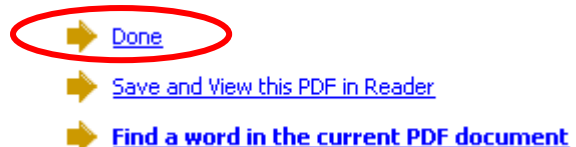


Be sure to write down each new independent school in your LEA, as you will need to add them to the **Independent School** table.

Step 4. Continue to search for independent schools by clicking on the **side scroll bar**. When you click on the name it will be highlighted in the main document. Continue this process until you reach the end of the document.



Step 5. Close using **Done**. If you choose to continue searching click **New Search** and enter another town located in your LEA.




INDEPENDENT SCHOOLS

Step 6. Close the PDF file using the **X** in the right hand corner of the screen. This should bring you back to the **Independent School** page.



This is the current information on file with the Department of Education however; it may not be a complete list of independent schools. It is the LEA's responsibility to identify and contact all non-profit independent schools within its geographical area.

Step 7. If you have no independent schools in your geographic areas, check the **BOX**  No non-profit Independent Schools in the LEA. by clicking in it.

Step 8. If you have identified additional independent schools, enter the requested information in the appropriate boxes. Move to new fields by using the **Tab** key.

Name of School	Independent School Contact	Consultation Date (MM/DD/YYYY)	Participation Status				
			I	IIA	IID	IV	V
Holy Family Catholic School	Jacqueline Hug	3/15/06	Participating				
			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Park Farm School	Phil Drinker						
Meadow Dance	Relocated						

Step 9. Enter the Consultation Date in the following format: MM/DD/YYYY.

Step 10. Using the drop down menu, choose the appropriate participation status for each school. When you **Tab** after this choice, a new line for your next entry will be created.

INDEPENDENT SCHOOLS

Name of School	Independent School Contact	Consultation Date (MM/DD/YYYY)	Participation Status				
			I	IIA	IID	IV	V
Holy Family Catholic School	Jacqueline Hug	3/15/06	Participating				
			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Step 11. Check the box for each title that the Independent school is participating in.

Step 12. If a previously listed independent school has closed, indicate it by choosing **Closed** in the drop down menu.

Participation Status
<div> <input type="text"/> </div> <div> Participating Not Participating - Sig. on File No Response Closed </div>

Step 13. When all the information on independent schools in your area has been entered, click **Next**.

TITLE I

Step 1. Your Title I allocation will appear in the top field.

The purpose of this form is to assist the LEA in determining the amount of dollars from their total Title I allocation available to support public schools and eligible students attending participating independent schools. LEAs must reserve sufficient funds to provide comparable services to children in local institutions for neglected children and, where appropriate, for eligible homeless children not attending participating schools and neglected children in community-based day school programs. Administrative funds for central office expenses may also be reserved.

Current FY Year Allocation	588,479.00
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Step 2. **Tab** to the next box and enter the amounts of Title I funds you are using for each category. As you **Tab** to the next field, the **Total Funds Available to Allocate to Schools** field will auto calculate.

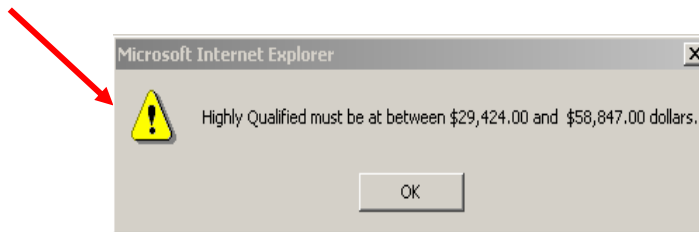


Administrative costs are limited to 10% of your Title I allocation.

Administrative Costs: Administrative salaries; audits; other	Administration:	- \$5000
Funds for transportation costs related to school choice, if applicable.	Transportation:	- \$0
Funds for supplemental educational services, if applicable.	Supplemental Services:	- \$0
LEAs with total allocations of \$500,000 or more must reserve at least 1% of this fiscal year's allocation for parental involvement activities. Note: 95% of the funds must be spent at the building level The LEA certifies that most of the instructional staff paid for with Title I funds, including all core academic staff and instructional paraprofessionals in SWP, are currently highly qualified.	Parent Involvement:	- \$6035
Yes <input type="radio"/> LEAs need not reserve any Title I funds. No <input checked="" type="radio"/> LEAs must reserve at least 5% of their Title I funds to support teachers who are not highly qualified to become highly qualified. This line item must be used to address and support the professional development needs of instructional staff and may include Title I funds set aside to serve teachers and principals in identified Title I schools, but may not include Title I monies set aside (above) to ensure teachers and paraprofessionals are highly qualified. (If Identified - Minimum 10%)	Highly Qualified:	- \$7500
LEA shall reserve such funds as necessary to provide comparable Title I services, including educationally related support services, to homeless students in non-Title I schools.	Professional Development for LEA Improvement:	- \$0
LEA may reserve funds for LEA-WIDE programming (e.g. funds to serve students in local neglected institutions, summer activities, pre-school, other).	Homeless	- \$0
Total funds available to allocate to schools	Other LEA-WIDE Programs:	- \$0
		= \$131465

TITLE I

- Step 3.** You must enter at least 5% of your Title I allocation in the **Highly Qualified** field if you can't certify that most of your instructional staff are highly qualified. The program defaults to 5%; if you attempt to put in less than 5%, the following error message will appear.

**Helpful Hint**

If you can certify that most of your instructional staff is highly qualified, then indicate it by checking **Yes**. You may then choose to reserve less than 5% of your allocation.

- Step 4.** Once completed, click .



If you change the **Title I** form at any time in the application, the **Targeting & Ranking** form will be affected. If you change the **Allocation Overview** section, then the **Title I** and **Targeting & Ranking** forms will be affected.



TARGETING & RANKING

Step 1. The following message will appear if your LEA is not required to **Targeting & Ranking**. Click **Next** to continue to the **Investment Summary** page.

Your district does not need to complete this portion of the application.

For LEA's that are required to Targeting & Ranking

Step 2. There are two options for Targeting & Ranking.


-  Regular Targeting & Ranking
-  Targeting & Ranking using the feeder method

Check the 'Feeder' model box only if you want to make a middle or high school that has multiple elementary schools feeding into it eligible **AND** after contacting either Mary Mulloy 828-3067 or David Baroudi 828-5156. For instructions on completing a **Targeting & Ranking** chart using the feeder method see page 39.

Note: The default option is the regular **Targeting & Ranking** form.

Use the 'Feeder' model to calculate Targeting and Ranking: ☒

Step 3. Note: Your **Title I Allocation** is in **Field A** and the **Funds Available to Allocate to Schools** (from the previous Title I form) is in **Field B**. **Field D** and **Field E** auto calculate.

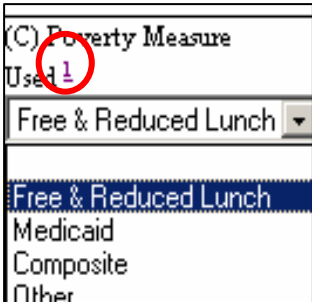
(A) Total Current Year Allocation	(B) Total Funds Available to Allocate to Schools	(C) Poverty Measure Used 	(D) LEA-wide Poverty Percentage (%)	(E) 125% Minimum per Pupil Allocation
588,479	533,170	Free & Reduced Lunch	0%	\$0

1. List all Schools (Sorting by percent poverty happens automatically)	2. Grade Span	3. Enrollment	Number of Low Income Students in Attendance Area		6. Avg. % of Poverty	7. Eligible School	8. Attendance Area Per Pupil Amount	9. Attendance Area Allocation	10. Amount of Allocation per public school	11. Amount of Allocation for Independent School Students
			4. Public	5. Independent						
						No	\$0	0		
TOTALS:			0	0	0			\$0	\$0	\$0

(F) If choosing a 'Composite' or 'Other' poverty measure, describe, or any other pertinent information:

TARGETING & RANKING

Step 4. The poverty measure in **Field C** defaults to **Free and Reduced Lunch**. If you choose another poverty measure, use the drop down menu to click on it. If you choose to use either **Medicaid** or **Free and Reduced Lunch**, there are PDF links to those data at the bottom of the page. If you choose **Composite** or **Other**, you must explain the poverty measure used in the text box.



(C) Poverty Measure
Use 1
Free & Reduced Lunch
Free & Reduced Lunch
Medicaid
Composite
Other

¹ To find the town poverty using Medicaid data first one must add the number of children in the appropriate age categories (for K-five, use ages 5-11; use through age 12 for grade six; through age 14 for grade eight; and through age 18 for grade twelve). Now divide that number by the total enrollment of the school. This should give you the percentage of poverty in the district school. Unfortunately, for districts with multiple buildings in the same grade span, this data is not useful as the town percentage is given, not the individual school percentage.
Current 'Medicaid' data is available [here](#).
Current 'Free and Reduced Lunch' data is available [here](#).

TARGETING & RANKING

Step 5. Columns 1 – 4 are pre-filled, but 4 may be changed if alternate poverty data is used. The **Independent** field column represents the number of low-income students that attend a private school but would otherwise attend this school. You must enter the correct number here if appropriate.

1. List all Schools (Sorting by percent poverty happens automatically)	2. Grade Span	3. Enroll- ment	Number of Low Income Students in Attendance Area	
			4. Public	5. Indep- endent
TOTALS:		1,900	283	9

Helpful Hint

Always use **Tab** when moving from field to field to ensure the auto calculation function engages.

Step 6. Column 7 will show “Yes” or “No” as appropriate.

Helpful Hint

Not all eligible schools must be allocated Title I funds.

TARGETING & RANKING

Step 7. Enter the amount you are allocating to each school in Column 9. The **Per Pupil Amount** in Column 8 will auto calculate, as will Columns 10 and 11. Remember you must either have an equal or higher per pupil amount for your highest poverty schools.

Helpful Hint

Try different amounts in the **Attendance Area Allocations** field online, hit **Tab** and watch the form auto calculate. For detailed instructions on completing this form, turn to page 39 of the **Appendix A**. Remember although you may allocated different per pupil amounts to different schools, higher poverty schools (within **Grade Span**) must not receive less per pupil than schools that are less poor.

(A) Total Current Year Allocation 539,687	(B) Total Funds Available to Allocate to Schools 0	(C) Poverty Measure Used Free & Reduced Lunch	(D) LEA-wide Poverty Percentage (%) 43%	(E) 125% Minimum per Pupil Allocation \$1074.22
--	---	--	--	--

Sending or Receiving	1. Schools	2. Grade Span	3. Enrollment	Number of Low Income Students in Attendance Area		6. Avg. % of Poverty	7. Eligible School	8. Attendance Area Per Pupil Amount	9. Attendance Area Allocation	10. Amount of Allocation per public school	11. Amount of Allocation for Independent School Students
				4. Public	5. Independent						
N/A	Park Street School	K-5	289	151	0	52%	No	\$0	\$0	\$0	\$0
N/A	Riverside School	6-8	327	167	0	51%	No	\$0	\$0	\$0	\$0
N/A	Union Street School	K-4	172	85	0	49%	No	\$0	\$0	\$0	\$0
N/A	Elm Hill School	K-4	114	41	0	36%	No	\$0	\$0	\$0	\$0
N/A	Springfield High School	9-12	572	184	0	32%	No	\$0	\$0	\$0	\$0
TOTALS:			1,474	628	0				\$0	\$0	\$0

Step 8. Once the **Targeting & Ranking** form is completed, make sure that total is equal to or less than the amount shown in **Field B, Total Funds Available to Allocate to Schools**, make sure the total of column 9, **Attendance Area Allocation** equals or is less than the amount in **Field B**. Once complete click

Next

Helpful Hint


The amount shown in Column 9 should agree with the total amount supporting Title I activities and personnel listed in the **Investment Summary**.



The amount of Title I funds per school on the **Targeting & Ranking** form must match the amounts per school on the **Investment Summary** page. You may want to print this page to refer to later.

TARGETING & RANKING

Instructions for completing the feeder model:

Use the 'Feeder' model to calculate Targeting and Ranking: 

Step 1. Check box indicating that you are using the feeder method.

Step 2. Indicate which schools will be the **Sending or Receiving** schools by using the drop down menu.

Sending or Receiving	1. Schools
N/A	Park Street School
N/A	Riverside School
Send	Union Street School
Rec.	Elm Hill School
N/A	Springfield High School

Step 3. Complete the **Targeting & Ranking** form with the instructions on previous page.

Step 4. In the appropriate box show how you calculated eligibility for the receiving school.

Explain how your district implements the feeder model. Be sure to identify which sending schools feed into which receiving schools:	
---	--

Step 5. Once complete click .

INVESTMENT SUMMARY

- Step 1.** For eligible LEA's (***Battenkill Valley, Blue Mountain, Essex Caledonia, Essex North, Rivendell and Rutland Windsor***) that choose to use REAP-Flex, show the total amount of combined funds used to support LEA-wide initiatives. Use the **Tab** key to navigate between fields. The totals in the end column will auto calculate.



No Title I funds may be included in REAP-Flex.

Helpful Hint



REAP-Flex initiatives must reflect **REAP** in the **Source Code** subsequent Strategies section.

REAP Program

Location	Title IIA	Title IID	Title IV	Title V	Total
LEA	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Totals:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

- Step 2.** Enter by school and by Title the total dollar amounts being combined to support each Title I Schoolwide Program.

Helpful Hint



Remember to use the **Source Code SWP** for all the schools investment strategies.

SWP Programs

Location	Title I	Title IIA	Title IID	Title IV	Title V	Total
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Totals:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00



If a school has less than 40% poverty, then the LEA may need to apply for a waiver before the school can operate as a Title I Schoolwide Program. Contact David Baroudi @ 828-5156 for more information.

INVESTMENT SUMMARY

Step 3. Notice that investments are organized by strategy categories: Literacy; Mathematics; Science; Positive Learning Environment; Early Education; Mentoring and Induction; Leadership/Planning; Teacher/Paraprofessional Quality; Assessments; Data Management, Collection and Analysis; and Administration. Click on which category you will enter investments in. After completing a category of investments, click on the next category and start entering investments until you have completely entered all investments.

Category Specific Programs



Helpful Hint

When you click on a different category section, the REAP, Consolidated Administration and SWP charts will appear at the top of each section.

Step 4. In the **School/Site** field, choose the school that is receiving services or LEA only from the drop down box. LEA should also be used to indicate services provided to an independent school. Do not use the independent school's name in the **School/Site** field; rather state it in the **Description**.

School/Site	Purpose	Source	Strategy	Amount
Description				
Sample 1: School #2	Prof. Dev.	IV	Second Step: A Violence Prevention Curriculum	\$500.00
(delete)				
<div> <div>[site]</div> <div>[purpose]</div> <div>[source]</div> <div>[strategy: select source first]</div> </div>				
'Literacy' Total:				\$500.00
Grand Total:				\$500.00

[Next](#)

Step 5. In the **Purpose** field, select one purpose per strategy using the drop down menu. If you choose **Personnel** in the **Purpose** Field, a FTE box will appear, fill in the correct number.

Purpose
[purpose]
Prof. Dev.
Personnel
Scvs. to Private Sch.
Equipment
Curric/Mat/Sup
Activities
Evaluation
Other

INVESTMENT SUMMARY

Step 6. In the **Source** field, select the Title supporting the strategy, SWP, or REAP by using the drop down menu.

Source

[source]

[source]

IIA

IID

IV

V

SWP

REAP

Step 7. Next, select the appropriate **Strategy** from the drop down box. Note that the list of strategies is unique to the **Source** that you have previously chosen.

Step 7-A. When you choose the source as IV, the strategy box will list

[strategy]

[strategy]

SDFS Coordinator

SAP Counselor

School Resource Officer

New Program...

Approved Program: Bullying prevention

Approved Program: anti bullying



If you choose **New Program**, a new page will open. Complete the information requested and click **Save**.

TITLE IV, Part A: Safe & Drug-Free Schools and Communities
Program Form
FY 2009



LEA

School/Site

Person completing form

Date

Email

Phone

The strategy/activity/program we are planning to use is:

The cost of the strategy/activity/program is:

Please complete the following:

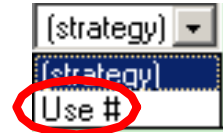
Helpful Hint



Note: If a new page does not open you need to enable your pop-up blocker.

INVESTMENT SUMMARY

Step 7-B. When you choose the **Source** as **V**, the strategy drop down box has only one choice, **Use #**. When you click on **Use #** a box will appear with the list of allowable Title V strategies. Click on the one you are choosing.



Step 8. In the **Description** field, type up to three sentences describing the specific strategy you will use. Services to independent schools are indicated here by naming the school in the description. Remember you have listed LEA as the **Site**.

Helpful Hint



Use the **Tips and Techniques** in **Appendix D**, page to write approvable strategies.

Step 9. In the **Amount** field, type the dollar figure for the strategy. Once you hit **Tab**, a new line will drop down allowing you to enter a new strategy. You may enter as many strategies as you have money to support.

Step 10. To complete a strategy for administrative costs, choose **Administration** from the section menu.

Step 11. If you are choosing to consolidate your administrative funds, complete the Consolidated Funds Chart. **By doing so you are formally requesting permission to consolidate your administrative funds and notifying VT DOE of how much of each title you wish to consolidate.**

Consolidated Administration

Location	Title I	Title IIA	Title IID	Title IV	Title V	Total
LEA	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Totals:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00



You may only combine the maximum percentage of administrative funds that each Title allows. See **Appendix E**.

INVESTMENT SUMMARY

Step 12. Note that as you complete each section of the **Investment Summary** screen, it will auto calculate and show the subtotal for each investment category. Once the last investment strategy is entered, hit **Tab** and a **Total** for all categories will appear. This amount must match the **Amount Requested** for all Titles on the **Allocation** screen.

School/Site	Purpose	Source	Strategy	Amount
(site) ▼	(purpose) ▼	(source) ▼	(strategy: select source first) ▼	
'Data Management, Collection and Analysis' Total:				\$0.00
Other Investment Categories:				\$0.00
Grand Total:				\$0.00

[Next](#)

INVESTMENT SUMMARY

Step 13. Optional Click **Investments by Category and Source Report** to determine if the amounts you are requesting equals the amounts of your combined investment strategies.

Investments by Category and Source Report

Investments by Category and Source

Category / Source	I	IIA	IID	IV	V	SWP	REAP	ConAdd	Total
Minus Requested	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Investment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Overspent/(Underspent)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Step 14. Optional Click **Download as Excel** to get all your **Investment Strategies** in an Excel spreadsheet. Save to your own computer for future use.

Step 15. Once completed, click **Next**.



Be sure the amount designated for strategies from each Title equals the amount requested from those Titles on the **Allocation** page.

SUBMISSION PAGE

Four simple steps remain to complete your application.

Step 1. Click **here** to make sure your completed application is free of errors.

1. Click **here** to make sure your application is valid.

Step 2. Correct all errors as indicated.

The following problems exist with your application:

1. The total of of your individual investments from **Title IID** is \$0.00 and does not match the total amount requested under Title IID of \$4,000.00. You must either change the the individual [investments](#) or the [amount requested](#). See the [Investments by Category and Source](#) report for details.
2. The total of of your individual investments from **Title IV** is \$0.00 and does not match the total amount requested under Title IV of \$8,500.00. You must either change the the individual [investments](#) or the [amount requested](#). See the [Investments by Category and Source](#) report for details.

Step 3. Click **here** to print a copy of the completed application for your records. For audit purposes, the pages will have a date stamp in the bottom right corner.

2. Click **here** to open a window containing the entire completed application to review and print for your records.

Step 4. Once you have read the entire application and it is ready for submission, click **Submit**.

3. Clicking 'Submit' below will complete your electronic application.

Warning: Once you've clicked 'Submit' your application will be marked as read-only and, while you will be able to return to this site to view the application, you will not be able to make any further changes.

A rectangular button with the word "Submit" in a blue font, outlined with a red circle.

Do not click the **Submit** button until you are certain you are ready to submit the application. Once you click the **Submit** button, you will not be able to make further changes to your application.

Helpful Hint

Remember that you can always see previous applications or amendments and the status of your current work by selecting the specific document after you login and choose **eApplications/eAmendments**.

E-SIGNATURE PAGE

- Step 1.** After you submit, log out of the program.
- Step 2.** The LEA's superintendent will receive an email notifying them that the application is ready to sign. They may click on the link in the email.
- Step 3.** The LEA's superintendent must log in, using the LEA's password.
- Step 4.** Click on the **eApplications/eAmendments** button. (This will move you to the "history" window.)
- Step 5.** Click the "sign" button from the menu.

FY2008

- **Original Application** [Review](#) | [Review \(Print Formatted\)](#) | [Review \(Print Formatted w/o Assurances\)](#) | [Sign](#)
Created: May 11, 2007 - Submitted: May 02, 2008 - **Waiting for Approval**

- Step 6.** The application will open with a menu of selections, click on the Superintendent's Signature.

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6. [TITLE I](#)
7. [TARGETING AND RANKING](#)
8. [INVESTMENT SUMMARY](#)
9. [SUPERINTENDENT'S SIGNATURE](#)

e-Signature

To electronically sign the on-line document please enter your e-Signature PIN (Personal Identification Number) and click on the **Sign** button. If you do not wish to sign the document at this time just click on the **Cancel** button.

If you do not know your PIN or want to change your PIN [click here](#)

PIN:

Sign

Cancel

Note: This step may take several minutes to respond. Do not hit "submit" more than once.

Vermont Department of Education Program Contacts

<u>TITLE I, PART A</u>		
David Baroudi	802-828-5156	david.baroudi@state.vt.us
Mary Mulloy	802-828-3067	mary.mulloy@state.vt.us
<u>TITLE II, PART A</u>		
Ann Bordonaro HQT	802-828-0411	ann.bordonaro@state.vt.us
Wendy Ross Grants/Program	802-828-5148	wendy.ross@state.vt.us
<u>TITLE II, PART D</u>		
Peter Drescher	802-828-5149	peter.drescher@state.vt.us
<u>TITLE IV, PART A</u>		
Andy Snyder	802-828-1086	andy.snyder@state.vt.us
<u>TITLE V, PART A</u>		
Andy Snyder	802-828-1086	andy.snyder@state.vt.us
<u>ASSESSMENT & ACCOUNTABILITY</u>		
Gail Taylor	802-828-5158	gail.taylor@state.vt.us
<u>GRANTS MANAGEMENT & TECHNICAL ASSISTANCE</u>		
Ed Haggett	802-828-5400	ed.haggett@state.vt.us
<u>FISCAL, TITLE I, TITLE IIA, TITLE IV & TITLE V</u>		
John Leu	802-828-0484	john.leu@state.vt.us
<u>FISCAL, TITLE II, PART D</u>		
Julie Robinson	802-828-0487	julie.robinson@state.vt.us

For Audit Purposes

The LEA should have a hard copy (paper) file in the central office. The file should contain the following:

- A paper copy of your application (print your application before you submit it);
- Written communications including emails from the Vermont Department of Education regarding conditions and the LEA's responses;
- Approval letters;
- Copies of all SDE 1.1's;
- Paper copies of any amendments, including notification of intent transfer of funds letters;
- Approval of amendments or revision letters;
- Paper copy of interim or final reports submitted to the Vermont Department of Education; and
- Additional supporting documents, i.e., Title I Schoolwide Plans, Parent School Compacts, Parental Involvement plan.

Title I: Targeting & Ranking Instructions

This information is provided if you choose to draft a **Targeting & Ranking** scenario using pencil and paper. The Column notation refers to the columns on the **Targeting & Ranking** for contained in the eApplication.

Note: Although most Vermont LEAs target and rank using all schools, LEAs may choose to target and rank by grade span. In cases where there is only one middle school and one high school, both would then be eligible for Title I services. The down side for some is that grade span versions often cause a formerly eligible K-5 or K-6 school to become ineligible. Similar eligibility outcomes for middle/high schools can be attained using the “feeder” method.

Note: For ranking by grade span groupings, the LEA may use (1) the district-wide poverty average or (2) the grade span poverty averages from the respective grade span grouping.

Step 1: List all Schools:

List the schools in the LEA in the same configuration as you do for accountability purposes and their grade span (i.e., K-1 or K-6, 7-8, 9-12) in **Columns (1) and (2)** of the **Targeting & Ranking** form. Do not include Independent Schools in these columns.

Note: Although most LEAs target & rank using the all schools method, LEAs may choose to target & rank by grade span.

Step 2: Determine the Qualifying School Poverty Measure to be Used

Identify qualifying school poverty measure by selecting the measure to be used *consistently* across your LEA.

Note: The law indicates the poverty factor for free and reduced lunch and Medicaid should include students who are “eligible.” Vermont data offered here show children whose families receive the benefits of these programs.

Free & Reduced Lunch - The number of children eligible for free and reduced price lunches.

http://education.vermont.gov/new/html/pgm_nutrition/school_nutrition/program_info.html

Medicaid - The number of children eligible to receive Medicaid.

Composite - A weighted composite of Free & Reduced Lunch or Medicaid counts, not to exceed a total of 100%. If using a weighted composite, you must describe the procedure used in the text box.

Other - You may use ANFC or Census data.

Enter the Poverty Measure Code in **(Box C)** on the form.

Step 3: Determine District-Wide Poverty Average

After determining the poverty measure to be used, complete **Columns (3), (4) and (5)** on the form;

Column 3: Enter number of enrolled students (as of October 1, 2007) for each public school.

Column 4: Enter number of low-income students for each public school (determined by your low-income poverty measure, see Step 2).

Column 5: Enter number of low-income independent school students who reside in the public school geographic area but do not attend the public school.

Add the numbers in **Column (3)** and total the numbers of low-income students in **Columns (4) and (5)** and total them in the respective blocks at the bottom of the form.

Add the totals of **Columns (4) and (5)** and enter this number in **(F)**.

Calculate the **District-Wide Poverty Percentage** of the LEA using the following formula: Total number of low-income students **(F)** in LEA **divided by Total LEA enrollment equals** District-Wide Average (expressed as a percentage) **(D)**.

Example: 1,425 (low-income public school students) **plus** 32 (low-income independent school students) **equals** 1457 (total low-income students) **divided by** 3,684 (LEA enrolled students) = 39.5% (District-Wide Average) You may round this percentage to the closest whole number (e.g. 39.5% = 40%).

Enter this percentage in **(D)** on the form.

Step 4: Determine Percentage of Poverty for Each School (This will auto calculate in the eApplication Program.)

Using the data specific to each school, **add** together each number from **Column (4)** and **Column (5)**, then **divide** this total by the number in **Column (3)** to arrive at a school's average poverty percentage: **Column (4) + Column (5) divided by Column (3)**.

Enter this percentage in **Column (6)** on the form for each **School Average Percent of Poverty**.

Step 5: Determine Eligibility

Eligible schools are those in which the percentage found in **Column (6)** is at least as high as the percentage of the LEA as a whole (**D**) or 35%, whichever is lower.

In **Column (7)**, indicate eligibility with **✓** for Yes.

Note: Indicate "yes" if eligible even if the school does **not** receive Title I funds.

Step 6: Apply the Percentage of Poverty Rules to Ranking:

In ranking public schools, you are using data that reflect the school's poverty. This allows you to take that portion of the school allocation that reflects the independent school students and allocate it separately to serve students in your independent schools that choose to participate. **Column (5)** may reflect low-income students who attend more than one independent school. Thus, services paid for with dollars shown in **Column (11)** may need to be used in more than one independent school. **LEA ranking options include;**

- A LEA must, without regard to grade span, rank all schools in which the percentage of poverty exceeds 75% and serve those schools first.
- A LEA may choose to serve those schools at or above the District-Wide average.
- A LEA may also serve any school with 35% or higher poverty, but is not required to do so.

Optional Definition of Average Poverty for Middle and/or High Schools That Serve the Same Elementary Schools (Feeder Method):

At the discretion of the superintendent, LEAs in which there are multiple elementary schools, all of which feed directly into one middle school and/or one high school, the average of the elementary schools could be seen as the District-Wide average. Because the poverty level for either the middle and/or high school can be seen to equal the average of these elementary schools, this average poverty percentage may be used for the middle and/or high school's average poverty. This method of interpretation allows a high school to meet the District-Wide average poverty threshold. It seems defensible when all elementary schools clearly feed into one middle and/or high school. It also eliminates the issue of lower participation of older students in the Free and Reduced Lunch Program. **CAUTION: Be careful when applying this method, however, that you do not make an elementary school you might wish to serve, ineligible. To calculate the number of low-income students in the high school, multiply the total school enrollment by the average percentage of poverty for all elementary feeder schools. This is the number used for allocating Title I funds to the high school.**

Step 7: Apply the Grade Span Option to Targeting & Ranking:

After ranking and serving those schools over 75%, the district must rank order the remaining eligible schools highest to lowest, all inclusive or by grade span. (e.g. K-12 or K-6, 7-8, and 9-12).

If you elect to serve a grade span, you cannot skip an eligible school within that grade span in order to serve an eligible school in the same grade span. **You must serve all eligible schools from highest poverty to lowest poverty within that grade span.**

Skipping Rule: An eligible school may be skipped if: (1) the school meets comparability requirements, (2) the school is receiving supplemental funds from other state or local sources that are spent for programs that meet the requirements of Title I, and (3) these funds are at least the same as would have come from the Title I basic grant.

Step 8: Allocating Funds to Eligible Schools That Have Been Chosen for Service:

LEAs which serve **any** school below 35% poverty are **required** to allocate funds based on a **125% Minimum Per Pupil Allocation** calculation.

The **125% Minimum Per Pupil Allocation** is calculated by **dividing** the Total Current Year Allocation (**A**) by the total number of low-income students in the LEA, (**F**), including those from non-eligible and/or unserved schools. This amount must be **multiplied by 1.25** to equal 125% per pupil allocation. After distributing the 125% minimum **Per Pupil Amount** to as many eligible schools as possible, additional funds may be distributed to a final eligible school (if the amount is enough to make a difference) or you may allocate the remainder by relative poverty with grade span or relative poverty across the LEA.

Enter this amount in the section labeled 125% **Minimum Per Pupil Allocation (E)** on the form.

Step 9: Those LEAs that ONLY serve schools with 35% poverty or greater may determine a more flexible Per Pupil Allocation.

- You may have the same **Per Pupil Amount** for all schools across grade spans.
- You may have the same **Per Pupil Amount** within a grade span but different from one grade span to another.
- You may have different **Per Pupil Amount's** within the same grade span as long as a higher **Per Pupil Amount** is allocated to a higher poverty school than to one with lower poverty.
- The **Per Pupil Amount** must reflect the relative poverty of the school.

You may want to begin with a consistent **Minimum Per Pupil Amount**, similar to the 125% **Per Pupil Calculation** and adjust it for the decisions you make regarding the **Per Pupil Amount** in relation to the available funds.

Enter the **Per Pupil Amount** for each eligible participating school.

Step 10: Determine the Amount of Allocation per School:

The **Per Pupil Allocation** figure is then multiplied by the number of low-income children in each school selected to be served (total of low-income public school children and independent school children) to determine that school's allocation.

Remember that this may require trying out more than one **Per Pupil Amount**. When testing different **Per Pupil Amounts**, the following calculation may be helpful to check your distribution of funds.

Column 9 = total of column 4 + column 5 x column 8

Note: There should be an audit trail to verify that this amount of money was expended at the school for which it was targeted.

Enter the final **Per Pupil Amount** in **Column (8)**. This figure when multiplied by the total number of low-income children (including independent school students) should be equal to the amount **ACTUALLY** budgeted from Title I for that particular school **Column (9)** and budgeted in the subsequent strategies.

Column (10) is the amount allocated to the public school.

Column (11) is the amount allocated to serve the eligible independent school students.

If you have not identified any low-income independent school students from eligible and participating schools, then your school allocation and your public school allocation would be the same amount in **Columns (9) & (10)**.

For Federal Guidance on Targeting & Ranking

<http://www.ed.gov/programs/titleiparta/wdag.doc>

Instructions for Completing Online Waivers For EdFlex

Waivers for EdFlex must now be done online through the eApplication program. Follow the directions below to complete one or more waivers. If you have any questions, call Mary Mulloy at 828-3067 or Ed Haggett at 828-5400.

- Step 1.** Log on to the eApplication Program by going to the Department's website, **Administrators** then **Federal Programs** and clicking on **Online CFP eApplication**.
- Step 2.** Select your LEA from the drop down box and use the same password you have used all year.
- Step 3.** You will come to several tabs at the top of the page: EdFlex Waiver, and others. Simply click on the EdFlex Waiver tab.

Please note: You must apply for an EdFlex Waiver if you had one last year for a no-wide variance or for a schoolwide program or if one of your schools will be a schoolwide in the application and does not have a poverty rate of at least 40%.

EdFlex Waivers




- Step 1.** You will see a new chart that will eventually list all of your waivers. Click on [New Waiver](#).
- Step 2.** You will see the EdFlex Waiver form. Choose the school/site that is applicable to this waiver from the drop down box.


School/Site
- Step 3.** Type the name of the person completing the waiver application in the next box

Person completing waiver
- Step 4.** Check if the school is identified for “school improvement.”

☐ Check here if this waiver request applies to a school identified for school improvement.

- Step 5.** If you are applying for a no-wide variance or schoolwide waiver, you must submit the required attachments. To do this, you must have the required document on your computer. Click  and you will open a



Choose the correct file on your computer and highlight it and click  in the bottom right-hand corner of the window. This will *attach* that file to the waiver document.



- Step 6.** **Tab** to and answer questions 1-4. Every narrative box must be completed or you will not be allowed to submit the waiver.

1. Describe why the waiver is needed:
2. Describe the specific, measurable educational goals or objectives the applicant expects to achieve as a result of this waiver:
3. Describe how the public notice requirement was met, including how interested parties (e.g., teachers, parents, community members) were made aware of and were involved in developing the waiver request:
4. Describe how progress in implementing the waiver will be measured:

- Step 7.** Once completed, click .

- Step 8.** You will see your waiver listed and see the following choices:
[Edit](#) [Submit](#) [Delete](#) If you have more waivers to complete, do not click on any of these choices yet. Instead, click on [New Waiver](#) and follow the steps above. If this is the only waiver you will be submitting, then click [Submit](#).

- Step 9.** Once all your waivers are completed, click [Batch Submit](#).

- Step 10.** You will be notified when your waiver is approved and you will see it listed in the box on the waiver page.

Guidelines for Writing a Professional Development Strategy

“The activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers to provide students with the opportunity to meet challenging State and Local student academic achievement standards.” Title IIA, NCLB.

- **WHAT TOPIC?**

- Be specific as to the focus area, the name of professional development experience, or the standard to be addressed. Examples: Instead of the general description “improve reading instruction”, be specific as in “five essential components of reading in grades K-3” or “Vermont Reading Academy”. Remember that professional development activities must be based on a review of scientifically-based research with the expectation that the activities are expected to improve student academic achievement.

- **WHAT TYPE of LEARNING ACTIVITY?**

- Please state how the learning will occur. Examples: teamwork, research, mentoring, curriculum development, workshop, course, study group, etc.
- Professional development that is most effective in improving educators’ practice is sustained, job-embedded and ongoing.
- Courses and workshops need to provide sustained, intensive follow-up to allow the participant to implement new knowledge or skills on the job and receive feedback and coaching.
- Usually, attending conferences is not sustained, job-embedded and ongoing learning. If you want to apply for Title IIA funds to cover conference attendance you must explain how the specific content of each of the conferences/workshops will meet the criteria in the NCLB definition of professional development as follows. Professional development activities:
 - are an integral part of broad Schoolwide and District-Wide educational improvement plans;
 - will advance teacher understanding of effective instructional strategies aligned with state academic content standards, student academic achievement standards, and assessments;
 - are activities that are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom and are not one day or short-term workshops or conferences; and

- advance teacher understanding of effective instructional strategies that have been proven to improve student achievement.
- **FOR WHOM?**
 - Give specific characteristics of participants who have been identified as needing the learning experience. These might include grade level, subject area, program or project focus, etc. Examples:
 - all staff on the parent involvement committee
 - first year teachers
 - administrators who have not been trained in Danielson's evaluation model
 - high school science teachers
- **BY WHOM?**
 - Please provide the name or the organization that will provide the professional development.
- **WHY?**
 - How will this professional development meet a need identified in your needs assessment which examined student learning needs and professional development of staff?

Tips and Techniques for the CFP eApplication or How to get your application approved on the first try!

1. For all strategies coded “**professional development**,” be sure to include in the description the topic area, the type of learning activity, the participants, the provider, and how the professional development activity will meet an identified need. General professional development will not be approved. Avoid “lumping” professional development activities. For example, a strategy such as “Funding for professional development at our regional ESA” \$18,000. Needs to be broken out by category (literacy, math, science, etc.). Often such strategies are placeholders for the funds and the specific professional development is not yet planned. In a case like that do not include the strategy until the specifics are decided; wait and do an amendment when your plans are finalized. For more detail, see ***Guidelines for Writing a Professional Development Strategy Description***.
2. Please include the name of the **independent school** in the description of the investment. We need to know which schools participated since it affects your LEA enrollment and allocation for the next year.
3. Do not “lump” **independent schools** in the same investment strategy unless they are doing the same activity, e.g. St. Thomas, Gilt School, and Mike’s Academy are all participating in an in-service training on math problem solving offered to all public school teachers in the LEA. For example, an investment that reads “Literacy support for St. Thomas, Gilt School, and Mike’s Academy” is not acceptable. The description is too global to know what they are actually doing. In addition, if the form of the support varies, e.g. one school is getting curriculum materials, another consultant time, and another equipment, even if it is all to support literacy efforts, you need to break them into separate entries. (This holds true for similar situations and is not just an independent school issue.)
4. Use the right *Purpose Codes*:
 - Prof. Dev. = professional development. Use when providing contracted or tuitioned professional development for staff and administrators.
 - Personnel = Use when a person is on a school’s or LEA’s payroll no matter what the strategy will be.
 - Svs to Private Sch. = Services to Private/Independent Schools. Use when the LEA must provide services (from any Title) to eligible private/independent school students or staff.
 - Equipment = Use when purchasing non-consumable equipment.
 - Curric/Mat/Sup = Curriculum, materials, and/or supplies. Use when purchasing educational curriculum, materials, and/or consumable supplies.

- Activities = Use for the cost of an activity; for example, an educational field trip.
 - Evaluation = Use for costs associated with evaluating the strategies and programs funded with Title funds. They may be materials or a contract with an evaluator.
5. Use the right *Strategy* code for each Title. See attached description for each Title.
6. **Make sure** that the *Total Investment Strategies* for each Title *equal* to the amount you are requesting for that Title.

TITLE I STRATEGIES

HQ Teacher/Paraprofessional

- Using funds set aside in the Title I page of the eApplication to bring Title I staff and core academic staff in Schoolwide Programs to highly qualified status.

Extended Time/Extended Year Programs

- Programs designed to run before school, after school, during the summer and/or intersessions.

Remediation

- Supplemental educational programs designed to bring students who are performing academically “below standard,” so as to “meet or exceed the standard.”

Parent Involvement

- Using funds set aside in the Title I page of the eApplication to engage parents in meaningful activities at the building level that are designed to support their efforts to assist in the education of their children, specifically in the area of academics.

Costs Associated with School Choice

- Using funds set aside in the Title I page of the eApplication to pay for transportation and other cost related to School Choice for students in identified Title I schools who elect to attend another school within the LEA.

PD for School Improve

- Using funds set aside in the Title I page of the eApplication for professional development to improve student achievement in the area that caused the school to be identified.

Supp. Educational Services req. by NCLB

- Using the funds set aside in the Title I page for supplemental education services as required by NCLB for schools in year two of school improvement.

Title I Services for Homeless Students

- Funds for the provision of Title I services to homeless students not attending Title I schools.

PD

- Professional development funds dedicated to training/professional development designed to support school reform efforts within Title I Schoolwide Programs and to support Title I staff (and classroom teachers who have students on the Title I caseload) to better meet the needs of the students who make up the Title I caseload.

Other

- Title I related costs that do not fit easily in to one of the six categories above.

HELPFUL HINTS FOR STRATEGY DESCRIPTIONS FOR TITLE I

In Title I schoolwide programs strategies may be used to support the entire population of the school. In target assistance programs, the law is much more prescriptive. That is, Title I dollars must be used to provide supplemental academic support to the Title I caseload and professional development to those who serve those students on a regular basis, including classroom or other teachers whose salaries may not be supported with Title I dollars. Therefore, the crafting of the description becomes more critical to SEA readers and thus to the LEA itself. Therefore, when describing strategies in Title I targeted assistance schools or strategies supported with Title I funds at the LEA level, please be sure to:

1. Clearly identify the eligible population being served, e.g. **“at-risk”** students, “students who have failed to meet the standards,” etc.;
2. Indicate the service being provided is **supplemental** in nature, e.g. “additional tutoring,” extended time activities to reinforce lessons presented in the literacy block,” etc.; and
3. Indicate professional development and other services being offered to educators and parents **supported with Title I funds**, plus others that work with members of the Title I caseload on a regular basis. Also, the design of these services must be directed toward better serving those students on the caseload.

TITLE IIA STRATEGIES

Recruit and Retain Highly Qualified Teachers (HQT)

- Recruit: Funds being used for activities such as advertising, attending teacher recruitment events, expenses related to interviewing and relocation, hiring bonuses.
- Retain: Funds being used to make staying in the district attractive. This can include bonuses, professional development, support, mentoring, etc.

Highly Qualified Teachers (HQT) or Paraprofessionals

- Use **only** if the professional development is needed to enable staff to meet the requirements of HQT. If staff is already “highly qualified” use another strategy, usually “Other”.

Consultant

- Hiring a consultant to provide professional development.

Develop Teacher Leaders

- Providing professional development to develop expertise in content, pedagogy, leadership, etc. so that the teacher leader can provide professional development, including in-class modeling and coaching, to other staff.

Hire Teacher Leader

- Hiring a teacher with specific expertise in a content area and or pedagogy to improve curriculum, instruction and assessment.

Reduce Class Size

- Hiring a **Highly Qualified Teacher (HQT)** to create additional classes in a particular grade or subject area or to create smaller instructional groups for sustained blocks of time on a regular basis. All teachers paid with class size reduction funds, whether veteran or newly hired, **must be highly qualified for their assignment**.

Other

- This is the catch-all strategy heading. In the description, be sure to include the type and topic of professional development, for whom it will be provided, by whom it will be provided, and what need (identified through your needs assessment) it is intended to meet.

TITLE IV STRATEGIES

1. Choose strategies that support your local Safe & Drug-Free Schools and Communities (SDFSC) plan and address findings of your local needs assessment.
2. Choose strategies with programs and activities that are based on scientific research.
3. Be prepared to outline the evidence that the strategy is effective and cite the source of the scientific research.
4. Keep copies of data reports for referencing during amendment process.

TITLE V STRATEGIES

Use Codes

There are 27 Allowable Uses for Title V funds. Many of the descriptions on the drop down menu are truncated; the actual descriptions in the regulations are longer and more detailed. Here is a link to more detailed descriptions that may be helpful: <https://www.ed.gov/policy/elsec/leg/esea02/pg60.html#sec5131>.

1. There are several Use Codes that are problematic.
 - A. **Use # 1:** DO NOT use this code for professional development unless it meets the Title IIA criteria. Carol Duley is the Title IIA contact for guidance on Title IIA requirements for professional development. If the professional development you wish to offer does not meet Title IIA requirements take a look at Use #'s/Codes 4, 5, 20, and 22 a possible choices. Select the one that best matches the actual intent of the professional development under consideration.
 - B. **Use # 7:** This Code is for Gifted and Talented, not enrichment. Use this Code only if the program is for **identified** gifted and talented students. Programs like Odyssey of the Mind or local efforts to challenge bright and motivated students can be funded under Title V, possible alternate Codes are #'s 4, 20, and 22.
 - C. **Uses # 9 and 27:** These codes are very specific and refer to schools or LEAs that are required to provide supplemental services under Title I due to their AYP/identification status. Schools with this requirement will be aware and will have discussed this with the School Support Coordinator assigned to them. However, if your intent is to provide homework assistance, after school tutoring, in-school tutoring, etc. to help struggling learners, you can use alternative Codes such as Uses # 5, 6, 15, 17, 20, and 22.

Enrichment and Field Trip Type Activities

1. Many of you plan to spend Title V funds for a performance (dance, music, theatrical, etc.) or field trip. Such uses **may** be allowable under Title V as long as they are linked to the Framework and to your curriculum. There needs to be a teaching and learning connection. Please include the specific Framework standards that such activities are linked to when you write the investment strategy. Title V funds should not be used to pay for non-curricular activities, e.g. a class trip to the local lake for a picnic and swimming at the end of the year, a trip to the Champlain Valley Fair that is recreational, etc.
2. On the topic of field trips, please avoid using Title V funds for field trips during late May and June. End of year field trips, even to very good places, make poor use of funds to support instruction. When field trips are planned at the end of the year there is generally little time to build the experience into instruction. A better approach is to take the same field trip in the fall or winter so that there is ample time to integrate the experience into the instructional program and extend student learning.
3. Using Title V funds to purchase recreational equipment such as snow shoes, kayaks, etc. **may** be allowable but there will have to be a strong curricular, Frameworks, or programmatic justification as opposed to a recreational purpose. Again, be specific in your descriptions about the links to standards and/or to program needs, e.g. part of a program to prevent dropouts that can be documented in the design or description of the program.

Percentages Allowed for LEA Administration by Title

Title Name	Percentage Allowed
Title I	10%
Title IIA	8%
Title IID	5%
Title IV	2%
Title V	10%